

"Status of Improvement Actions for each LEA monitored in 2003-04"

*"Validated in 2004-05"*

Alcoa City Schools 0051

**FINDINGS:**

*All areas below have been identified as requiring improvement. The system has written a plan of Improvement to address each area.*

**General Supervision**

01 Are efforts for "child find," "evaluation," and "provision of services," coordinated? (through interagency joint agreements and other mechanisms?)

**Status:** *All Improvement Actions Validated & acceptable 5/12/05*

11 Pre-service (i.e. for student interns & practicum students) and in-service training address identified needs. (Response should be based on how needs identified)

**Status:** *All Improvement Actions Validated & acceptable 5/12/05*

12 Pre-service and in-service training addresses the special knowledge, skills and abilities needed to serve the unique needs of children with disabilities; including those with low incidence disabilities.

**Status:** *All Improvement Actions Validated & acceptable 5/12/05*

**Early Childhood Transition**

13 Transition training is provided jointly to Parts B & C providers and parents in response to their identified needs (Training's, not 90-day meetings)

**Status:** *All Improvement Actions Validated & acceptable 5/12/05*

17 "Opportunities" for community based services for children exiting Part C and not eligible for Part B, increase as a result of ongoing program evaluation and systems capacity building.

**Status:** *All Improvement Actions Validated & acceptable 5/12/05*

**Parent Involvement**

20 Results of program improvement activities reflect the identified needs of parents of children with disabilities

21 Parents of children with disabilities are informed of progress at least as often as their non-disabled peers.

**Status:** *All Improvement Actions Validated & acceptable 5/12/05*

**FAPE in the LRE**

36 Are suspension and expulsion rates for children with disabilities comparable to those for children without disabilities?

**Status:** *All Improvement Actions Validated & acceptable 5/12/05*

38 Training in positive behavioral interventions is provided to address identified needs.

**Status:** *All Improvement Actions Validated & acceptable 5/12/05*

40 Training for implementing LRE is provided to address identified needs.

**Status:** *All Improvement Actions Validated & acceptable 5/12/05*

### Secondary Transition

42 Is the\* percentage rate of youth with disabilities graduating with a general diploma comparable to that for youth without disabilities?

**Status:** *All Improvement Actions Validated & acceptable 5/12/05*

### Other Requirements

50 Facilities that serve students with disabilities are comparable & accessible.

**Status:** *Continue All Improvement Actions Until 2005-06 Validation*

**STATUS:**

**Corrective/Status:** *All Improvement Actions to be reviewed/validated and or sanctioned during the 04'-05' school year.*

*-100% of improvement plans initiated within one year of identification.*

*-Improvement plans completed within one year of identification.*

*-This deemed acceptable by TDOE.*

*-No Sanctions Required.*

*Systems monitored 2003-2004 School Year  
"Findings and Status for each LEA monitored"*

**Blount County Schools 0050**

*FINDINGS: All areas below have been identified as requiring improvement. The system has written a plan of improvement to address each area.*

**FAPE in the LRE**

39 Appropriate functional behavior assessments and behavior plans provided to children with disabilities (as needed) increase.\*

***Status:*** *All Improvement Actions Validated & acceptable 5/11/05*

**Secondary Transition**

42 Is the\* percentage rate of youth with disabilities graduating with a general diploma comparable to that for youth without disabilities?

***Status:*** *All Improvement Actions Validated & acceptable 5/11/05*

**Other Requirements**

50 Facilities that serve students with disabilities are comparable & accessible.

***Status:*** *All Improvement Actions Validated & acceptable 5/11/05*

**STATUS:**

*Corrective/Status: All Improvement Actions to be reviewed/validated and or sanctioned during the 04'-05' school year.*

*-100% of improvement plans initiated within one year of identification.*

*-Improvement plans completed within one year of identification.*

*-This deemed acceptable by TDOE.*

*-No Sanctions Required.*

*Systems monitored 2003-2004 School Year  
"Findings and Status for each LEA monitored"*

**Dayton City Schools**

**0721**

*FINDINGS: All areas below have been identified as requiring improvement. The system has written a plan of improvement to address each area.*

**General Supervision**

01 Are efforts for "child find," "evaluation," and "provision of services," coordinated? (through interagency joint agreements and other mechanisms?)

**Status:** *All Improvement Actions Validated & acceptable 4/13/05*

11 Pre-service (i.e. for student interns & practicum students) and in-service training address identified needs. (Response should be based on how needs identified)

**Status:** *All Improvement Actions Validated & acceptable 4/13/05*

**Early Childhood Transition**

13 Transition training is provided jointly to Parts B & C providers and parents in response to their identified needs (Training's, not 90-day meetings)

**Status:** *All Improvement Actions Validated & acceptable 4/13/05*

**Parent Involvement**

20 Results of program improvement activities reflect the identified needs of parents of children with disabilities

**Status:** *All Improvement Actions Validated & acceptable 4/13/05*

**FAPE in the LRE**

34 Do children with disabilities participate in and progress in the general curriculum or pre-school children participate in appropriate activities?

**Status:** *All Improvement Actions Validated & acceptable 4/13/05*

38 Training in positive behavioral interventions is provided to address identified needs.

**Status:** *Continue All Improvement Actions Until 05-06 validation*

39 Appropriate functional behavior assessments and behavior plans provided to children with disabilities (as needed) increase.\*

**Status:** *All Improvement Actions Validated & acceptable 4/13/05*

40 Training for implementing LRE is provided to address identified needs.

**Status:** *Continue All Improvement Actions Until 05-06 Validation*

**STATUS:**

**Corrective/Status:** *All Improvement Actions to be reviewed/validated and or sanctioned during the 04'-05' school year.*

*-100% of improvement plans initiated within one year of identification.*

*-Improvement plans completed within one year of identification.*

*-This deemed acceptable by TDOE.*

*-No Sanctions Required.*

*Systems monitored 2003-2004 School Year  
"Findings and Status for each LEA monitored"*

**Decatur County Schools            0200**

*FINDINGS:      All areas below have been identified as requiring improvement.    The system has written a plan of improvement to address each area.*

**Parent Involvement**

20    Results of program improvement activities reflect the identified needs of parents of children with disabilities

***Status:***            *All Improvement Actions Validated & acceptable 2/15/05*

**Secondary Transition**

41    Is the\* percentage rate of youth with disabilities graduating with a general diploma comparable to that for youth without disabilities?

***Status:***            *Continue All Improvement Actions Until   5/31/05*

47    Do youth with disabilities, beginning at age 14 or younger, if appropriate participate in transition planning.

***Status:***            *All Improvement Actions Validated & acceptable 2/15/05*

**STATUS**

*Corrective/Status:            All Improvement Actions to be reviewed/validated and or sanctioned during the 04'-05' school year.*

*-100% of improvement plans initiated within one year of identification.*

*-Improvement plans completed within one year of identification.*

*-This deemed acceptable by TDOE.*

*-No Sanctions Required.*

*Systems monitored 2003-2004 School Year  
"Findings and Status for each LEA monitored"*

**Dickson County Schools**            0220

*FINDINGS:            All areas below have been identified as requiring improvement. The system has written a plan of improvement to address each area.*

**General Supervision**

11 Pre-service (i.e. for student interns & practicum students) and in-service training address identified needs. (Response should be based on how needs identified)

***Status:***            *All Improvement Actions Validated & acceptable 4/6/05*

**Early Childhood Transition**

13 Transition training is provided jointly to Parts B & C providers and parents in response to their identified needs (Training's, not 90-day meetings)

***Status:***            *All Improvement Actions Validated & acceptable 4/6/05*

**FAPE in the LRE**

26 Children receive timely evaluations including children transitioning from Part C.

***Status:***            *All Improvement Actions Validated & acceptable 4/6/05*

40 Training for implementing LRE is provided to address identified needs.

***Status:***            *All Improvement Actions Validated & acceptable 4/6/05*

**Secondary Transition**

47 Do youth with disabilities, beginning at age 14 or younger, if appropriate participate in transition planning.

***Status:***            *All Improvement Actions Validated & acceptable 4/6/05*

**STATUS:**

**Corrective/Status:**            *All Improvement Actions to be reviewed/validated and or sanctioned during the 04'-05' school year.*

*-100% of improvement plans initiated within one year of identification.*

*-Improvement plans completed within one year of identification.*

*-This deemed acceptable by TDOE.*

*-No Sanctions Required.*

*Systems monitored 2003-2004 School Year  
"Findings and Status for each LEA monitored"*

**Fentress County Schools**            0250

*FINDINGS:     All areas below have been identified as requiring improvement.    The system has written a plan of improvement to address each area.*

**Early Childhood Transition**

13    Transition training is provided jointly to Parts B & C providers and parents in response to their identified needs (Training's, not 90-day meetings)

***Status:***            *All Improvement Actions Validated & acceptable 4/13/05*

**Secondary Transition**

45    Available linkages to transition services providers not affiliated with the LEA increase.

***Status:***            *All Improvement Actions Validated & acceptable 4/13/05*

*STATUS:*

*Corrective/Status:            All Improvement Actions to be reviewed/validated and or sanctioned during the 04'-05' school year.*

*-100% of improvement plans initiated within one year of identification.*

*-Improvement plans completed within one year of identification.*

*-This deemed acceptable by TDOE.*

*-No Sanctions Required.*

*Systems monitored 2003-2004 School Year  
"Findings and Status for each LEA monitored"*

**Gibson County Special Schools**

0275

*FINDINGS: All areas below have been identified as requiring improvement. The system has written a plan of improvement to address each area.*

**Early Childhood Transition**

13 Transition training is provided jointly to Parts B & C providers and parents in response to their identified needs (Training's, not 90-day meetings)

**Status:** *Continue All Improvement Actions Until May 31, 2005*

**Parent Involvement**

20 Results of program improvement activities reflect the identified needs of parents of children with disabilities

**Status:** *Continue All Improvement Actions Until May 31, 2005*

**FAPE in the LRE**

26 Children receive timely evaluations including children transitioning from Part C.

**Status:** *Continue All Improvement Actions Until May 31, 2005*

27 Children receive timely re-evaluations.

**Status:** *Continue All Improvement Actions Until May 31, 2005*

**STATUS:**

*Corrective/Status: All Improvement Actions to be reviewed/validated and or sanctioned during the 04'-05' school year.*

- 100% of improvement plans were initiated within one year of identification.
- Improvement plans completed within one year of identification.
- No Sanctions Required.



*Systems monitored 2003-2004 School Year  
"Findings and Status for each LEA monitored"*

**Grundy County Schools            0310**

*FINDINGS:            All areas below have been identified as requiring improvement.    The system has written a plan of improvement to address each area.*

**General Supervision**

11    Pre-service (i.e. for student interns & practicum students) and in-service training address identified needs. (Response should be based on how needs identified)

***Status:***            *Continue All Improvement Actions Until 4/21/05*

**Parent Involvement**

20    Results of program improvement activities reflect the identified needs of parents of children with disabilities

***Status:***            *Continue All Improvement Actions Until 4/21/05*

**FAPE in the LRE**

39    Appropriate functional behavior assessments and behavior plans provided to children with disabilities (as needed) increase.\*

***Status:***            *Continue All Improvement Actions Until 4/21/05*

41 Training for implementing LRE is provided to address identified needs.

***Status:***            *Continue All Improvement Actions Until 4/21/05*

**Secondary Transition**

44    Is the percentage of youth with disabilities participating in post-secondary activities (e.g. employment, education, etc.) comparable to that of non-disabled students?

***Status:***            *Continue All Improvement Actions Until 4/21/05*

**Other Requirements**

50    Facilities that serve students with disabilities are comparable & accessible.

***Status:***            *Continue All Improvement Actions Until 4/21/05*

**STATUS**

*Corrective/Status:            All Improvement Actions to be reviewed/validated and or sanctioned during the 04'-05' school year.*

- 100% of improvement plans initiated within one year of identification.*
- Improvement plans completed within one year of identification.*
- This deemed acceptable by TDOE.*
- No Sanctions Required.*

*Systems monitored 2003-2004 School Year  
"Findings and Status for each LEA monitored"*

**Hamblen County Schools      0320**

*FINDINGS: All areas below have been identified as requiring improvement. The system has written a plan of improvement to address each area.*

**General Supervision**

11 Pre-service (i.e. for student interns & practicum students) and in-service training address identified needs. (Response should be based on how needs identified)

**Status:** *All Improvement Actions Validated & acceptable 4/27/05*

**Parent Involvement**

19 Positive results of surveys of parents, who participate in program improvement activities, when available, increase.

**Status:** *All Improvement Actions Validated & acceptable 4/27/05*

**FAPE in the LRE**

26 Children receive timely evaluations including children transitioning from Part C.

**Status:** *All Improvement Actions Validated & acceptable 4/27/05*

27 Children receive timely re-evaluations.

**Status:** *All Improvement Actions Validated & acceptable 4/27/05*

29 ESY Services are available across all categories & severalties of disability.

**Status:** *All Improvement Actions Validated & acceptable 4/27/05*

32 The \*percentage of children with disabilities, eligible under Part B, receiving special education and related services in appropriate pre-school programs by their third birthday increases.

**Status:** *All Improvement Actions Validated & acceptable 4/27/05*

34 Do children with disabilities participate in and progress in the general curriculum or pre-school children participate in appropriate activities?

**Status:** *All Improvement Actions Validated & acceptable 4/27/05*

39 Appropriate functional behavior assessments and behavior plans provided to children with disabilities (as needed) increase.\*

**Status:** *All Improvement Actions Validated & acceptable 4/27/05*

**Other Requirements**

48 Minority students are assessed and identified as mentally retarded through a process equitable to that used for non-minority students

**Status:** *All Improvement Actions Validated & acceptable 4/27/05*

49 Minority students are assessed and identified as intellectually gifted (IG) through a process equitable to that used for non-minority students.

**Status:** *All Improvement Actions Validated & acceptable 4/27/05*

50 Facilities that serve students with disabilities are comparable & accessible.

Continue improvement actions until 3/30/05

*STATUS:*

*Corrective/Status: All Improvement Actions to be reviewed/validated and or sanctioned during the 04'-05' school year.*

-100% of improvement plans initiated within one year of identification.

-Improvement plans completed within one year of identification.

-This deemed acceptable by TDOE.

-No Sanctions Required.

*Systems monitored 2003-2004 School Year  
"Findings and Status for each LEA monitored"*

**Haywood County Schools      0380**

*FINDINGS: All areas below have been identified as requiring improvement. The system has written a plan of improvement to address each area.*

**General Supervision**

11 Pre-service (i.e. for student interns & practicum students) and in-service training address identified needs. (Response should be based on how needs identified)

**Status:** *All Improvement Actions Validated & acceptable 5/17/05*

**Early Childhood Transition**

13 Transition training is provided jointly to Parts B & C providers and parents in response to their identified needs (Training's, not 90-day meetings)

**Status:** *All Improvement Actions Validated & acceptable 5/17/05*

**Secondary Transition**

42 Is the\* percentage rate of youth with disabilities graduating with a general diploma comparable to that for youth without disabilities?

**Status:** *All Improvement Actions Validated & acceptable 5/17/05*

**Other Requirements**

50 Facilities that serve students with disabilities are comparable & accessible.

**Status:** *Continue improvement actions until 9/30/05*

**STATUS:**

*Corrective/Status: All Improvement Actions to be reviewed/validated and or sanctioned during the 04'-05' school year.*

- 100% of improvement plans initiated within one year of identification.
- Improvement plans completed within one year of identification.
- This deemed acceptable by TDOE.
- No Sanctions Required.

*Systems monitored 2003-2004 School Year  
"Findings and Status for each LEA monitored"*

**Henry County Schools 0400**

*FINDINGS: All areas below have been identified as requiring improvement. The system has written a plan of improvement to address each area.*

**General Supervision**

02 Eligible youth with disabilities in local juvenile and adult correctional facilities receive FAPE. and are offered the same rights under IDEA as children and youth with disabilities served by public agencies.

**Status:** *All Improvement Actions Validated & Acceptable as of March 31, 2005*

**Early Childhood Transition**

18 What is the \* percentage of children leaving Part C services to Part B services who are placed in inclusive pre-school or other integrated settings? (If significant change, it is due to change in formulas from year 1 to year 2.)

**Status:** *All Improvement Actions Validated & Acceptable as of March 31, 2005*

**FAPE in the LRE**

38 Training in positive behavioral interventions is provided to address identified needs.

**Status:** *All Improvement Actions Validated & Acceptable as of March 31, 2005*

**STATUS:**

*Corrective/Status: All Improvement Actions to be reviewed/validated and or sanctioned during the 04'-05' school year.*

- 100% of improvement plans initiated within one year of identification.
- Improvement plans completed within one year of identification.
- This deemed acceptable by TDOE.
- No Sanctions Required.

*Systems monitored 2003-2004 School Year  
"Findings and Status for each LEA monitored"*

**Kingsport City Schools**                      **0822**

*FINDINGS: All areas below have been identified as requiring improvement. The system has written a plan of improvement to address each area.*

**General Supervision**

11 Pre-service (i.e. for student interns & practicum students) and in-service training address identified needs. (Response should be based on how needs identified)

**Status:** *All Improvement Actions Validated & Acceptable as of 4/19/05*

**Early Childhood Transition**

13 Transition training is provided jointly to Parts B & C providers and parents in response to their identified needs (Training's, not 90-day meetings)

**Status:** *All Improvement Actions Validated & Acceptable as of 4/19/05*

**Early Childhood Transition**

17 "Opportunities" for community based services for children exiting Part C and not eligible for Part B, increase as a result of ongoing program evaluation and systems capacity building.

**Status:** *All Improvement Actions Validated & Acceptable as of 4/19/05*

**Parent Involvement**

23 Parents are actively involved in decision making for their children

**Status:** *All Improvement Actions Validated & Acceptable as of 4/19/05*

**FAPE in the LRE**

27 Children receive timely re-evaluations.

**Status:** *All Improvement Actions Validated & Acceptable as of 4/19/05*

39 Appropriate functional behavior assessments and behavior plans provided to children with disabilities (as needed) increase.\*

**Status:** *All Improvement Actions Validated & Acceptable as of 4/19/05*

**Other Requirements**

50 Facilities that serve students with disabilities are comparable & accessible.

**Status:** *All Improvement Actions Validated & Acceptable as of 4/19/05*

**STATUS:**

*Corrective/Status: All Improvement Actions to be reviewed/validated and or sanctioned during the 04'-05' school year.*

*-100% of improvement plans initiated within one year of identification.*

*-Improvement plans completed within one year of identification.*

*-This deemed acceptable by TDOE.*

*-No Sanctions Required.*

*Systems monitored 2003-2004 School Year  
"Findings and Status for each LEA monitored"*

**Lauderdale County Schools**

0490

**FINDINGS:** *All areas below have been identified as requiring improvement. The system has written a plan of Improvement to address each area.*

**Parent Involvement**

19 Positive results of surveys of parents, who participate in program improvement activities, when available, increase.

**Status:** *All Improvement Actions Validated & Acceptable as of 4/4/05*

**FAPE in the LRE**

28 Are high school \*completion/exit rates (%) for children with disabilities comparable to completion rates for non-disabled children? Completion = G.E.D. a Certificate of Attendance, or a Sp. Ed. Diploma.

**Status:** *All Improvement Actions Validated & Acceptable as of 4/4/05*

**Secondary Transition**

42 Is the\* percentage rate of youth with disabilities graduating with a general diploma comparable to that for youth without disabilities?

**Status:** *All Improvement Actions Validated & Acceptable as of 4/4/05*

**Other Requirements**

48 Minority students are assessed and identified as mentally retarded through a process equitable to that used for non-minority students

**Status:** *All Improvement Actions Validated & Acceptable as of 4/4/05*

**STATUS:**

*Corrective/Status: All Improvement Actions to be reviewed/validated and or sanctioned during the 04'-05' school year.*

*-100% of improvement plans initiated within one year of identification.*

*-Improvement plans completed within one year of identification.*

*-This deemed acceptable by TDOE.*

*-No Sanctions Required.*

*Systems monitored 2003-2004 School Year  
"Findings and Status for each LEA monitored"*

**Maury County Schools**                      **0600**

*FINDINGS:                      All areas below have been identified as requiring improvement.    The system has written a plan of improvement to address each area.*

**Early Childhood Transition**

13    Transition training is provided jointly to Parts B & C providers and parents in response to their identified needs (Training's, not 90-day meetings)

***Status:***                      *All Improvement Actions Validated & Acceptable as of 4/18/05*

**Parent Involvement**

22    Parents are actively involved in decision making for their children

***Status:***                      *All Improvement Actions Validated & Acceptable as of 4/18/05*

**FAPE in the LRE**

36    Are suspension and expulsion rates for children with disabilities comparable to those for children without disabilities?

***Status:***                      *All Improvement Actions Validated & Acceptable as of 4/18/05*

**Secondary Transition**

42    Is the\* percentage rate of youth with disabilities graduating with a general diploma comparable to that for youth without disabilities?

**Other Requirements**

50    Facilities that serve students with disabilities are comparable & accessible.

***Status:***                      *All Improvement Actions Validated & Acceptable as of 4/18/05*

*STATUS:*

*Corrective/Status:                      All Improvement Actions to be reviewed/validated and or sanctioned during the 04'-05' school year.*

- 100% of improvement plans initiated within one year of identification.*
- Improvement plans completed within one year of identification.*
- This deemed acceptable by TDOE.*
- No Sanctions Required.*



*Systems monitored 2003-2004 School Year  
"Findings and Status for each LEA monitored"*

**McNairy County Schools      0550**

***FINDINGS:**      All areas below have been identified as requiring improvement.    The system has written a plan of improvement to address each area.*

**General Supervision**

11    Pre-service (i.e. for student interns & practicum students) and in-service training address identified needs. (Response should be based on how needs identified)

***Status:**      All Improvement Actions Validated & Acceptable as of March 22, 2005*

**FAPE in the LRE**

27    Children receive timely re-evaluations.

***Status:**      All Improvement Actions Validated & Acceptable as of March 22, 2005*

**FAPE in the LRE**

36    Are suspension and expulsion rates for children with disabilities comparable to those for children without disabilities?

***Status:**      All Improvement Actions Validated & Acceptable as of March 22, 2005*

***STATUS:***

*Corrective/Status:    All Improvement Actions to be reviewed/validated and or sanctioned during the 04'-05' school year.*

- 100% of improvement plans initiated within one year of identification.*
- Improvement plans completed within one year of identification.*
- This deemed acceptable by TDOE.*
- No Sanctions Required.*

*Systems monitored 2003-2004 School Year  
"Findings and Status for each LEA monitored"*

**Meigs County Schools**

**0610**

*FINDINGS: All areas below have been identified as requiring improvement. The system has written a plan of improvement to address each area.*

**General Supervision**

01 Are efforts for "child find," "evaluation," and "provision of services," coordinated? (through interagency joint agreements and other mechanisms?)

**Status:** *All Improvement Actions Validated & Acceptable as of March 16, 2005*

11 Pre-service (i.e. for student interns & practicum students) and in-service training address identified needs. (Response should be based on how needs identified)

**Status:** *All Improvement Actions Validated & Acceptable as of March 16, 2005*

**Early Childhood Transition**

13 Transition training is provided jointly to Parts B & C providers and parents in response to their identified needs (Training's, not 90-day meetings)

**Status:** *All Improvement Actions Validated & Acceptable as of March 16, 2005*

**FAPE in the LRE**

39 Appropriate functional behavior assessments and behavior plans provided to children with disabilities (as needed) increase.\*

**Status:** *All Improvement Actions Validated & Acceptable as of March 16, 2005*

40 Training for implementing LRE is provided to address identified needs.

**Status:** *Continue All Improvement Actions Until May 31, 2005*

**Secondary Transition**

41 Is the\* percentage rate of youth with disabilities graduating with a general diploma comparable to that for youth without disabilities?

**Status:** *All Improvement Actions Validated & Acceptable as of March 16, 2005*

**Other Requirements**

50 Facilities that serve students with disabilities are comparable & accessible.

**Status:** *All Improvement Actions Validated & Acceptable as of March 16, 2005*

**STATUS:**

*Corrective/Status: All Improvement Actions to be reviewed/validated and or sanctioned during the 04'-05' school year.*

*-100% of improvement plans initiated within one year of identification.*

*-Improvement plans completed within one year of identification.*

*-This deemed acceptable by TDOE.*

*-No Sanctions Required.*

*Systems monitored 2003-2004 School Year  
"Findings and Status for each LEA monitored"*

**Milan Special Schools                      0272**

*FINDINGS:                      All areas below have been identified as requiring improvement.    The system has written a plan of improvement to address each area.*

**General Supervision**

11    Pre-service (i.e. for student interns & practicum students) and in-service training address identified needs. (Response should be based on how needs identified)

***Status:***                      *All Improvement Actions Validated & Acceptable as of March 3, 2005*

**Early Childhood Transition**

13    Transition training is provided jointly to Parts B & C providers and parents in response to their identified needs (Training's, not 90-day meetings)

***Status:***                      *Continue All Improvement Actions Until May 31, 2005*

**Parent Involvement**

20    Results of program improvement activities reflect the identified needs of parents of children with disabilities

***Status:***                      *Continue All Improvement Actions Until May 31, 2005*

**Secondary Transition**

42    Is the\* percentage rate of youth with disabilities graduating with a general diploma comparable to that for youth without disabilities?

***Status:***                      *All Improvement Actions Validated & Acceptable as of March 21, 2005*

*STATUS:*

*Corrective/Status:                      All Improvement Actions to be reviewed/validated and or sanctioned during the 04'-05' school year.*

*-100% of improvement plans initiated within one year of identification.*

*-Improvement plans completed within one year of identification.*

*-This deemed acceptable by TDOE.*

*-No Sanctions Required.*

*Systems monitored 2003-2004 School Year  
"Findings and Status for each LEA monitored"*

**Monroe County Schools**

**0620**

*FINDINGS: All areas below have been identified as requiring improvement. The system has written a plan of improvement to address each area.*

**Secondary Transition**

43 Is the\* percentage rate of youth with disabilities graduating with a general diploma comparable to that for youth without disabilities?

***Status:*** *All Improvement Actions Validated & Acceptable as of March 17, 2005*

*STATUS:*

*Corrective/Status: All Improvement Actions to be reviewed/validated and or sanctioned during the 04'-05' school year.*

- 100% of improvement plans initiated within one year of identification.
- 100% of improvement plans completed within one year of identification.
- This deemed acceptable by TDOE.
- No Sanctions Required.

*Systems monitored 2003-2004 School Year  
"Findings and Status for each LEA monitored"*

**Montgomery County Schools**

**0630**

*FINDINGS: All areas below have been identified as requiring improvement. The system has written a plan of improvement to address each area.*

**General Supervision**

- 11 Pre-service (i.e. for student interns & practicum students) and in-service training address identified needs. (Response should be based on how needs identified)

**Status:** *All Improvement Actions Validated & Acceptable as of May 23, 2005*

**FAPE in the LRE**

- 28 Are high school \*completion/exit rates (%) for children with disabilities comparable to completion rates for non-disabled children? Completion = G.E.D. a Certificate of Attendance, or a Sp. Ed. Diploma.

**Status:** *All Improvement Actions Validated & Acceptable as of May 23, 2005*

**Secondary Transition**

- 46 Do children with disabilities, beginning at age 14 or younger, have IEPs that include a statement of transition service needs that focuses on the student's course of study?

**Status:** *All Improvement Actions Validated & Acceptable as of May 23, 2005*

**Secondary Transition**

- 47 Do youth with disabilities, beginning at age 14 or younger, if appropriate participate in transition planning.

**Status:** *All Improvement Actions Validated & Acceptable as of May 23, 2005*

**STATUS:**

*Corrective/Status: All Improvement Actions to be reviewed/validated and or sanctioned during the 04'-05' school year.*

- 100% of improvement plans initiated within one year of identification.*
- 100% of improvement plans completed within one year of identification.*
- This deemed acceptable by TDOE.*
- No Sanctions Required.*

*Systems monitored 2003-2004 School Year  
"Findings and Status for each LEA monitored"*

**Murfreesboro City Schools      0751**

*FINDINGS:            All areas below have been identified as requiring improvement.    The system has written a plan of improvement to address each area.*

**General Supervision**

11    Pre-service (i.e. for student interns & practicum students) and in-service training address identified needs. (Response should be based on how needs identified)

**Status:**            *All Improvement Actions Validated & acceptable 5/20/05*

**Early Childhood Transition**

13    Transition training is provided jointly to Parts B & C providers and parents in response to their identified needs (Training's, not 90-            day meetings)

**Status:**            *Continue improvement actions until Spring '06*

**Parent Involvement**

20    Results of program improvement activities reflect the identified needs of parents of children with disabilities

**Status:**            *All Improvement Actions Validated & acceptable 5/20/05*

**FAPE in the LRE**

26    Children receive timely evaluations including children transitioning from Part C.

**Status:**            *Continue improvement actions until Spring '06*

**FAPE in the LRE**

33    Positive response to teacher and parent satisfaction surveys, when available, increase.\*

**Status:**            *All Improvement Actions Validated & acceptable 5/20/05*

**FAPE in the LRE**

39    Appropriate functional behavior assessments and behavior plans provided to children with disabilities (as needed) increase.\*

**Status:**            *All Improvement Actions Validated & acceptable 5/20/05*

*STATUS:*

*Corrective/Status:    All Improvement Actions to be reviewed/validated and or sanctioned during the 04'-05' school year.*

*-100% of improvement plans initiated within one year of identification.*

*-Improvement plans completed within one year of identification.*

*-This deemed acceptable by TDOE.*

*-No Sanctions Required.*

*Systems monitored 2003-2004 School Year  
"Findings and Status for each LEA monitored"*

**Rhea County Schools**

**0720**

*FINDINGS: All areas below have been identified as requiring improvement. The system has written a plan of improvement to address each area.*

**Early Childhood Transition**

13 Transition training is provided jointly to Parts B & C providers and parents in response to their identified needs (Training's, not 90-day meetings)

**Status:** *All Improvement Actions Validated & Acceptable as of March 9, 2005*

**FAPE in the LRE**

34 Do children with disabilities participate in and progress in the general curriculum or pre-school children participate in appropriate activities?

**Status:** *All Improvement Actions Validated & Acceptable as of March 9, 2005*

36 Are suspension and expulsion rates for children with disabilities comparable to those for children without disabilities?

**Status:** *All Improvement Actions Validated & Acceptable as of March 9, 2005*

38 Training in positive behavioral interventions is provided to address identified needs.

**Status:** *All Improvement Actions Validated & Acceptable as of March 9, 2005*

40 Training for implementing LRE is provided to address identified needs.

**Status:** *All Improvement Actions Validated & Acceptable as of March 9, 2005*

**Secondary Transition**

44 Available linkages to transition services providers not affiliated with the LEA increase.

**Status:** *All Improvement Actions Validated & Acceptable as of March 9, 2005*

**STATUS:**

*Corrective/Status: All Improvement Actions to be reviewed/validated and or sanctioned during the 04'-05' school year.*

- 100% of improvement plans initiated within one year of identification.
- 100% of improvement plans completed within one year of identification.
- This deemed acceptable by TDOE.
- No Sanctions Required.

*Systems monitored 2003-2004 School Year  
"Findings and Status for each LEA monitored"*

**Richard City Schools**

**0581**

*FINDINGS: All areas below have been identified as requiring improvement. The system has written a plan of improvement to address each area.*

**General Supervision**

01 Are efforts for "child find," "evaluation," and "provision of services," coordinated? (through interagency joint agreements and other mechanisms?)

**Status:** *All Improvement Actions Validated & Acceptable as of March 22, 2005*

**General Supervision**

11 Pre-service (i.e. for student interns & practicum students) and in-service training address identified needs. (Response should be based on how needs identified)

**Status:** *All Improvement Actions Validated & Acceptable as of March 22, 2005*

**Parent Involvement**

20 Results of program improvement activities reflect the identified needs of parents of children with disabilities

**Status:** *All Improvement Actions Validated Continue PIP until 05-06 SY*

**Parent Involvement**

23 Parents are actively involved in decision making for their children

**Status:** *All Improvement Actions Validated & Acceptable as of March 22, 2005*

**FAPE in the LRE**

37 Training in positive behavioral interventions is provided to address identified needs.

**Status:** *All Improvement Actions Validated & Acceptable as of March 22, 2005*

**Secondary Transition**

46 Do children with disabilities, beginning at age 14 or younger, have IEPs that include a statement of transition service needs that focuses on the student's course of study?

**Status:** *All Improvement Actions Validated & Acceptable as of March 22, 2005*

**Other Requirements**

49 Facilities that serve students with disabilities are comparable & accessible.

**Status:** *All Improvement Actions Validated & Acceptable as of 3/22/05*

**STATUS:**

*Corrective/Status: All Improvement Actions to be reviewed/validated and or sanctioned during the 04'-05' school year.*

*-100% of improvement plans initiated within one year of identification.*

*-Improvement plans completed within one year of identification.*

*-This deemed acceptable by TDOE.*

*-No Sanctions Required.*



*Systems monitored 2003-2004 School Year  
"Findings and Status for each LEA monitored"*

**Robertson County Schools      0740**

*FINDINGS:      All areas below have been identified as requiring improvement.    The system has written a plan of improvement to address each area.*

**General Supervision**

11    Pre-service (i.e. for student interns & practicum students) and in-service training address identified needs. (Response should be based on how needs identified)

***Status:***      *All Improvement Actions Validated & Acceptable as of 4/14/05*

**Parent Involvement**

19    Positive results of surveys of parents who participate in program improvement activities, when available, increase.

***Status:***      *All Improvement Actions Validated & Acceptable as of 4/14/05*

**FAPE in the LRE**

32    The \*percentage of children with disabilities, eligible under Part B, receiving special education and related services in appropriate pre-school programs by their third birthday increases.

***Status:***      *All Improvement Actions Validated & Acceptable as of 4/14/05*

**FAPE in the LRE**

39    Appropriate functional behavior assessments and behavior plans provided to children with disabilities (as needed) increase.\*

***Status:***      *All Improvement Actions Validated & Acceptable as of 4/14/05*

**Secondary Transition**

42    Is the\* percentage rate of youth with disabilities graduating with a general diploma comparable to that for youth without disabilities?

***Status:***      *All Improvement Actions Validated & Acceptable as of 4/14/05*

**Other Requirements**

49    Minority students are assessed and identified as intellectually gifted (IG) through a process equitable to that used for non-minority students.

***Status:***      *Continue improvement actions until Fall '05 - '06*

**STATUS:**

*Corrective/Status:      All Improvement Actions to be reviewed/validated and or sanctioned during the 04'-05' school year.*

*-100% of improvement plans initiated within one year of identification.*

*-Improvement plans completed within one year of identification.*

*-This deemed acceptable by TDOE.*

*-No Sanctions Required.*

*Systems monitored 2003-2004 School Year  
"Findings and Status for each LEA monitored"*

**Shelby County Schools**                      **0790**

*FINDINGS: All areas below have been identified as requiring improvement. The system has written a plan of improvement to address each area.*

**FAPE in the LRE**

26 Children receive timely evaluations including children transitioning from Part C.

**Status:**            *All Improvement Actions Validated & Acceptable as of March 2, 2005*

**FAPE in the LRE**

27 Children receive timely re-evaluations.

**Status:**            *All Improvement Actions Validated & Acceptable as of March 2, 2005*

**Other Requirements**

48 Minority students are assessed and identified as mentally retarded through a process equitable to that used for non-minority students

**Status:**            *All Improvement Actions Validated & Acceptable as of March 2, 2005*

**Other Requirements**

49 Minority students are assessed and identified as intellectually gifted (IG) through a process equitable to that used for non-minority students.

**Status:**            *All Improvement Actions Validated & Acceptable as of March 2, 2005*

**STATUS:**

*Corrective/Status: All Improvement Actions to be reviewed/validated and or sanctioned during the 04'-05' school year.*

- 100% of improvement plans initiated within one year of identification.
- 100% of improvement plans completed within one year of identification.
- This deemed acceptable by TDOE.
- No Sanctions Required.

*Systems monitored 2003-2004 School Year  
"Findings and Status for each LEA monitored"*

**Sullivan County Schools            0820**

*FINDINGS:     All areas below have been identified as requiring improvement.    The system has written a plan of improvement to address each area.*

**General Supervision**

11    Pre-service (i.e. for student interns & practicum students) and in-service training address identified needs. (Response should be based on how needs identified)

***Status:***            *All Improvement Actions Validated & Acceptable as of March 18, 2005*

**Early Childhood Transition**

13    Transition training is provided jointly to Parts B & C providers and parents in response to their identified needs (Training's, not 90-day meetings)

***Status:***            *All Improvement Actions Validated & Acceptable as of March 18, 2005*

**Early Childhood Transition**

17    "Opportunities" for community based services for children exiting Part C and not eligible for Part B, increase as a result of ongoing program evaluation and systems capacity building.

***Status:***            *All Improvement Actions Validated & Acceptable as of March 18, 2005*

**Parent Involvement**

21    Parents of children with disabilities are informed of progress at least as often as their non-disabled peers.

***Status:***            *All Improvement Actions Validated & Acceptable as of March 18, 2005*

**FAPE in the LRE**

29    ESY Services are available across all categories & severalties of disability.

***Status:***            *All Improvement Actions Validated & Acceptable as of March 18, 2005*

**FAPE in the LRE**

38    Appropriate functional behavior assessments and behavior plans provided to children with disabilities (as needed) increase.\*

***Status:***            *All Improvement Actions Validated & Acceptable as of March 18, 2005*

**Secondary Transition**

45    Available linkages to transition services providers not affiliated with the LEA increase.

***Status:***            *All Improvement Actions Validated & Acceptable as of March 18, 2005*

**Secondary Transition**

45    Do children with disabilities, beginning at age 14 or younger, have IEPs that include a statement of transition service needs that focuses on the student's course of study?

***Status:***            *All Improvement Actions Validated & Acceptable as of March 18, 2005*

### Secondary Transition

46 Do youth with disabilities, beginning at age 14 or younger, if appropriate participate in transition planning.

**Status:** *All Improvement Actions Validated & Acceptable as of March 18, 2005*

### Other Requirements

49 Facilities that serve students with disabilities are comparable & accessible.

**Status:** *All Improvement Actions Validated & Acceptable as of March 18, 2005*

### STATUS:

**Corrective/Status:** *All Improvement Actions to be reviewed/validated and or sanctioned during the 04'-05' school year.*

- 100% of improvement plans initiated within one year of identification.
- 100% of improvement plans completed within one year of identification.
- This deemed acceptable by TDOE.
- No Sanctions Required.

*Systems monitored 2003-2004 School Year  
"Findings and Status for each LEA monitored"*

**Sweetwater City Schools      0621**

*FINDINGS: All areas below have been identified as requiring improvement. The system has written a plan of improvement to address each area.*

**General Supervision**

11 Pre-service (i.e. for student interns & practicum students) and in-service training address identified needs. (Response should be based on how needs identified)

**Status:** *All Improvement Actions Validated & Acceptable as of March 31, 2005*

**Early Childhood Transition**

13 Transition training is provided jointly to Parts B & C providers and parents in response to their identified needs (Training's, not 90-day meetings)

**Status:** *All Improvement Actions Validated & Acceptable as of March 31, 2005*

**Parent Involvement**

20 Results of program improvement activities reflect the identified needs of parents of children with disabilities

**Status:** *All Improvement Actions Validated & Acceptable as of March 31, 2005*

21 Parents of children with disabilities are informed of progress at least as often as their non-disabled peers.

**Status:** *All Improvement Actions Validated & Acceptable as of March 31, 2005*

22 Parents and staff are appropriately informed about parental rights and responsibilities

**Status:** *All Improvement Actions Validated & Acceptable as of March 31, 2005*

23 Parents are actively involved in decision making for their children

**Status:** *All Improvement Actions Validated & Acceptable as of March 31, 2005*

**FAPE in the LRE**

26 Children receive timely evaluations including children transitioning from Part C.

**Status:** *All Improvement Actions Validated & Acceptable as of March 31, 2005*

28 ESY Services are available across all categories & severalties of disability.

**Status:** *All Improvement Actions Validated & Acceptable as of March 31, 2005*

34 Do children with disabilities participate in and progress in the general curriculum or pre-school children participate in appropriate activities?

**Status:** *All Improvement Actions Validated & Acceptable as of March 31, 2005*

39 Appropriate functional behavior assessments and behavior plans provided to children with disabilities (as needed) increase.\*

**Status:** *All Improvement Actions Validated & Acceptable as of March 31, 2005*

**Secondary Transition**

46 Do children with disabilities, beginning at age 14 or younger, have IEPs that include a statement of transition service needs that focuses on the student's course of study?

**Status:** *All Improvement Actions Validated & Acceptable as of March 31, 2005*

**STATUS:**

*Corrective/Status: All Improvement Actions to be reviewed/validated and or sanctioned during the 04'-05' school year.*

- 100% of improvement plans initiated within one year of identification.
- 100% of improvement plans completed within one year of identification.
- This deemed acceptable by TDOE.
- No Sanctions Required.

*Systems monitored 2003-2004 School Year  
"Findings and Status for each LEA monitored"*

**Trousdale County Schools      0850**

*FINDINGS:      All areas below have been identified as requiring improvement.    The system has written a plan of improvement to address each area.*

**Parent Involvement**

24    Results of program improvement activities reflect the identified needs of parents of children with disabilities

***Status:***      *All Improvement Actions Validated & Acceptable as of 4/15/05*

24    Parents of children with disabilities are informed of progress at least as often as their non-disabled peers.

***Status:***      *All Improvement Actions Validated & Acceptable as of 4/15/05*

**Secondary Transition**

47    Do youth with disabilities, beginning at age 14 or younger, if appropriate participate in transition planning.

***Status:***      *All Improvement Actions Validated & Acceptable as of 4/15/05*

***STATUS:***

*Corrective/Status:      All Improvement Actions to be reviewed/validated and or sanctioned during the 04'-05' school year.*

- 100% of improvement plans initiated within one year of identification.*
- 100% of improvement plans completed within one year of identification.*
- This deemed acceptable by TDOE.*
- No Sanctions Required.*

*Systems monitored 2003-2004 School Year  
"Findings and Status for each LEA monitored"*

**Tulahoma City Schools            0162**

*FINDINGS:            All areas below have been identified as requiring improvement.    The system has written a plan of improvement to address each area.*

**General Supervision**

04    Participation in and performance on statewide assessments by students with disabilities in LEA's, out of district placements (contracts), or state operated programs (WTSD, TSB, TSD) increases. (Respond only on the agency you are representing)

**Status:**            *All Improvement Actions Validated & Acceptable as of March 31, 2005*

**Early Childhood Transition**

18    What is the \* percentage of children leaving Part C services to Part B services who are placed in inclusive pre-school or other integrated settings? {If significant change, it is due to change in formula's from year 1 to year 2.}

**Status:**            *All Improvement Actions Validated & Acceptable as of March 31, 2005*

**FAPE in the LRE**

41    All placement options are available to meet the individual needs of children with disabilities.

**Status:**            *Continue All Improvement Actions Until Fall, 2005*

**Secondary Transition**

45    Available linkages to transition services providers not affiliated with the LEA increase.

**Status:**            *All Improvement Actions Validated & Acceptable as of March 31, 2005*

**Other Requirements**

50    Facilities that serve students with disabilities are comparable & accessible.

**Status:**            *Continue All Improvement Actions Until Fall, 2005*

**STATUS:**

*Corrective/Status:            All Improvement Actions to be reviewed/validated and or sanctioned during the 04'-05' school year.*

*-100% of improvement plans initiated within one year of identification.*

*-Improvement plans completed within one year of identification.*

*-This deemed acceptable by TDOE.*

*-No Sanctions Required.*



*Systems monitored 2003-2004 School Year  
"Findings and Status for each LEA monitored"*

**Washington County Schools**

**0900**

*FINDINGS: All areas below have been identified as requiring improvement. The system has written a plan of improvement to address each area.*

**General Supervision**

11 Pre-service (i.e. for student interns & practicum students) and in-service training address identified needs. (Response should be based on how needs identified)

**Status:** *All Improvement Actions Validated & Acceptable as of 4/25/05*

**Parent Involvement**

19 Positive results of surveys of parents, who participate in program improvement activities, when available, increase.

**Status:** *All Improvement Actions Validated & Acceptable as of 4/25/05*

20 Results of program improvement activities reflect the identified needs of parents of children with disabilities

**Status:** *All Improvement Actions Validated & Acceptable as of 4/25/05*

23 Parents are actively involved in decision making for their children

**Status:** *All Improvement Actions Validated & Acceptable as of 4/25/05*

24 Do parents participate in the local self-assessment process, advisory panels, steering committees, etc.?

**Status:** *All Improvement Actions Validated & Acceptable as of 4/25/05*

**Secondary Transition**

47 Do youth with disabilities, beginning at age 14 or younger, if appropriate participate in transition planning.

**Status:** *All Improvement Actions Validated & Acceptable as of 4/25/05*

**STATUS:**

*Corrective/Status: All Improvement Actions to be reviewed/validated and or sanctioned during the 04'-05' school year.*

- 100% of improvement plans initiated within one year of identification.
- 100% of improvement plans completed within one year of identification.
- This deemed acceptable by TDOE.
- No Sanctions Required.

*Systems monitored 2003-2004 School Year  
"Findings and Status for each LEA monitored"*

**Weakley County Schools      0920**

*FINDINGS:      All areas below have been identified as requiring improvement.    The system has written a plan of improvement to address each area.*

**General Supervision**

11    Pre-service (i.e. for student interns & practicum students) and in-service training address identified needs. (Response should be based on how needs identified)

***Status:***      *All Improvement Actions Validated & Acceptable as of March 15, 2005*

**Parent Involvement**

20    Results of program improvement activities reflect the identified needs of parents of children with disabilities

***Status:***      *All Improvement Actions Validated & Acceptable as of March 15, 2005*

*STATUS:*

*Corrective/Status:      All Improvement Actions to be reviewed/validated and or sanctioned during the 04'-05' school year.*

- 100% of improvement plans initiated within one year of identification.*
- 100% of improvement plans completed within one year of identification.*
- This deemed acceptable by TDOE.*
- No Sanctions Required.*